

T1. FOUNDATIONS OF THE COMMUNICATOR ROLE



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This learning activity includes:

- Presentation: Foundations of Communicator (T2)
- Small group activity: Communication scripts for day-to-day communication (T3)
- Guided reflection and coaching: Exploring verbal and written communication tasks and skills in day-to-day practice (T4)

Instructions for Teacher:

Sample learning objectives

1. Recognize common words related to the Communicator Role
2. Apply key Communicator steps to examples from day-to-day practice
3. Develop a personal Communicator resource for common patient needs

Audience: All learners

How to adapt:

- Consider whether your session's objectives match the sample ones. Select from, modify, or add to the sample objectives as required.
- The sample PowerPoint presentation and worksheets are generic and foundational and tied to simple objectives. Consider whether you'll need additional slides to meet your objectives. Modify, add or delete content as required. You may want to include specific information related to your discipline and context.
- Depending on whether you are using these materials in one session (e.g. Communicator Basics Workshop) or a series of two to four academic half days will determine which activities you select and in what sequence.
- You may wish to review and customize the Communicator Role Summary Sheet with your learners as an additional activity.

Logistics:

- Select one or two activities for each teaching session.
- Plan for about 20 minutes for each group activity: this time will be used for you to explain the activity and for your learners to complete the worksheet individually, share their answers with their small group, discuss, prepare to report back to the whole group, and then deliver their small group's report to the whole group.
- Allow individuals to read the worksheet and spend about five minutes working on the answers on their own before starting to work in groups. This format allows each person to develop his or her own understanding of the topic.
- Depending on the group and time available, you may wish to assign one or more worksheets as homework to be completed before the session or as a follow-up assignment.

Setting:

- This information is best taught in a small-group format (i.e. less than 30 learners) if possible. It can also be effectively done with a larger group if the room allows for learners to be at tables in groups of five or six. With larger groups, it is helpful to have additional teachers or facilitators available to answer questions arising from the activities.